UNIVERSITY of MASSACHUSETTS
ACADEMIC MATTERS COUNCIL

AGENDA: for Wednesday, March 13, 2024

ATTENDANCE: Allison Butler, Sharon Domier, Patrick Sullivan, Morgan Donovan-Hall, Sarah Fitzgerald, Gloria DiFulvio, Holly Lawrence, Marc Liberatore, Ana Muriel, Brian Alexander, Ray Renard, Farshid Hajir, Erin Knyt, Dominick Usher, Jack Wileden, Kate Green, Carolyn Bassett, Elizabeth Connor, Emmanuelle Sussman, Marcy Clark, Laura Francis,

APPROVE MINUTES: of February 28, 2024; approved, all in favor

ANNOUNCEMENTS:

Farshid: HFA working on creating 'HFA days,' in April; will be fabulous. Multiple components: Open classrooms, lightening research talks, performances, interdisciplinary & public initiatives, maps. Keep an eye out for promotional materials. April 11 & 12

Farshid: Chancellor assembling team: HR, SACL, Provost, Equity & Inclusion; finalist visits are coming to an end; thank you to all who participated in public forums

Farshid: Tony & Farshid in convo with Rules Committee re: GenEd curriculum evaluation; planning for a deep look at GenEd curriculum, what is/not working, perhaps revision how GenEd works → interest in sustainability, intergroup dialogue, being an active citizen locally & globally, Okinagan charter, health-promoting university. 24-25 will be assessment year. People will be attending a conference in April (AACNU Pedagogy Assessment Conference)

NEW BUSINESS:

OLD BUSINESS:

SUBCOMMITTEE REPORTS:

PROGRAMS: (Sharon Domier)

Create Certificate Program Philosophy, Politics, and Economics 10/13/2021 (ref #8149)
Approved

COURSES: (Laura Francis) -

ART 276 Introduction to Animation (11118) 3 cr
ART 376 Stop Motion Animation (11124) 3 cr

UNIVERSITY of MASSACHUSETTS
ACADEMIC MATTERS COUNCIL

ART 377 3D Experimental Animation (11125) 3 cr
ART 476 Advanced Animation Seminar (11150) 3 cr
HISTORY 245 Chinese Diasporic Communities in the US and the World: Race, Empire and Transnationalism (10961) 4 cr
HISTORY 329 the King, and the Ayatollah: Formation of Modern Iran (10382) 4 cr
HONORS 324H Self, Story, and Society (11355) 4 cr
MANAGMNT 334 - Strategic Compensation (11075) 3 cr
MANAGMNT 335 - Workforce Planning, Recruiting and Selection (11076) 3 cr
POLISCI 276 STEM and Political Theory (11173) 4 cr
PORTUG 394N Integrative Experience for Portuguese Majors (11168) 3 cr
*SPANISH 394N Integrative Experience for Spanish Majors (11099) 3 cr

*Revisiting: question about cross listing with PORTUG 394N

All approved

POLICY: (Allison Butler)

Syllabus document for approval

CALENDAR: (Patrick Sullivan) -

MILITARY STUDIES:

OTHER BUSINESS:

Next Meeting: Wednesday, March 27, 2024; 12:15pm; Campus Center

UNIVERSITY of MASSACHUSETTS
ACADEMIC MATTERS COUNCIL

AMC Program Proposals

Create Certificate Program Philosophy, Politics, and Economics 10/13/2021 (ref #8149)

Proposal: The Philosophy, Politics, and Economics (PPE) program offers students a learning experience that integrates the different complementary disciplinary perspectives of Philosophy, Political Science, and Economics on a set of core issues and questions of interest to all three disciplines and which have important social ramifications.

Rationale: to (i) provide students with a learning experience that integrates the different complementary disciplinary perspectives of Philosophy, Political Science, and Economics on a common set of core issues and questions and (ii) to build an interdisciplinary academic community of faculty and students at the university. Students will learn a broad approach to social problems and questions that draws on all three disciplines. The program will also improve writing and critical thinking skills.

Details: Students will be required to take two “Core” PPE courses and five “Certified” PPE courses. No more than three (3) 100-level courses can be used to satisfy the requirements of the certificates. From among the five “Certified” PPE courses, students will not take more than two courses from any one of the three departments. Core PPE courses: Introduction to PPE (PHIL 172; under submission for approval) Ethics and Economics (ECON 394EI) Rational Choice: Games and Decisions (PHIL 312) Power (PS 273) Democracy and Citizenship (PS 272).

Note: The PPE certificate requirements overlap with the three majors in Philosophy, Political Science, and Economics. A student with any of these three majors can satisfy between 1 and 3 of the seven courses required by the certificate with courses in their own major. Since at most two courses can be used to satisfy the requirements of more than one ‘credential’ (as per section II of Sen. Doc. No. 15–03), however, this means that a student majoring in either Philosophy, Political Science, or Economics will need to take between 5 and 7 additional courses outside those satisfying the requirements of their own major in order to complete the certificate.

UNIVERSITY of MASSACHUSETTS
ACADEMIC MATTERS COUNCIL

Courses for consideration:

ART 276 Introduction to Animation (11118) 3 cr
ART 376 Stop Motion Animation (11124) 3 cr
ART 377 3D Experimental Animation (11125) 3 cr
ART 476 Advanced Animation Seminar (11150) 3 cr
HISTORY 245 Chinese Diasporic Communities in the US and the World: Race, Empire and Transnationalism (10961) 4 cr
HISTORY 329 the King, and the Ayatollah: Formation of Modern Iran (10382) 4 cr
HONORS 324H Self, Story, and Society (11355) 4 cr
MANAGMNT 334 - Strategic Compensation (11075) 3 cr
MANAGMNT 335 - Workforce Planning, Recruiting and Selection (11076) 3 cr
POLISCI 276 STEM and Political Theory (11173) 4 cr
PORTUG 394N Integrative Experience for Portuguese Majors (11168) 3 cr
***SPANISH 394N Integrative Experience for Spanish Majors (11099) 3 cr**

*Revisiting: question about cross listing with PORTUG 394N

ART 276 Introduction to Animation (11118) 3 cr (Laura: lead reviewer)
Experimental to permanent course. Proposed and to be taught by Hallie Bahn.

Target Audience: Majors, Related Majors

Justification: With recent changes in faculty, the animation curriculum has been redeveloped to increase clarity and to decrease redundancy between classes. As the new true introduction to the medium, Introduction to Animation is a critical addition where students gain essential skills and ideas needed to continue on in the curriculum. It is also the only strictly 2D animation class that is offered by the department.

Course Description: Through short, hand-drawn 2D animation projects, students are introduced to primary animation skills such as timing & spacing, the 12 Principles of Animation, believable acting, and various professional workflows. Students gain experience working in a variety of animation and

video editing programs and practice all parts of the animation pipeline, including pre-production, post-production, & project management.

Pre-reqs: Art 104, 110, 120, or 131

Pre-req for: ART 390STB Stop Motion Animation (forthcoming permanent course), 390STA Experimental 3D Animation (forthcoming permanent course), 385 Media & Motion Graphics, and 490 Advanced Animation (forthcoming permanent course).

Degree Requirements changed: The new BFA Animation curriculum will be revised as part of the pending Art BFA program revisions.

ART 376 Stop Motion Animation (11124) 3 cr. (Sharon: lead reviewer)
Experimental to permanent course. Proposed and to be taught by Hallie Bahn.

Target Audience: Majors, Related Majors

Justification: Stop Motion Animation fulfills a critical need within the animation major. This is the only class that is dedicated to frame-by-frame stop motion animation and the only course that teaches practical effects, set design, armature fabrication, and lighting. As one of the oldest forms of animation and an important building block in animation education, it provides a crucial skill set for both animators and other interdisciplinary artists.

Course Description: In this course, students are introduced to a variety of techniques and forms of stop motion animation as used in fine art animation and experimental film/video. Through short exercises and longer projects, students gain hands-on experience with frame-by-frame stop motion animation, set design, armature fabrication, lighting, practical effects, basic cinematography, sound design, and audio & visual editing. Emphasis is placed on creativity, conceptual development, and dynamic movement.

Pre-reqs: 290 Introduction to Animation (forthcoming permanent course)

Pre-req for: 490 Advanced Animation (forthcoming permanent course)

Degree Requirements changed: The new BFA Animation curriculum will be revised as part of the pending Art BFA program revisions.

UNIVERSITY of MASSACHUSETTS
ACADEMIC MATTERS COUNCIL

ART 377 3D Experimental Animation (11125) 3 cr (Kate: lead reviewer)
Experimental to permanent course. Proposed by Hallie Bahn and to be taught by Jenny Vogel

Target Audience: Majors, Related Majors

Justification: The Studio Arts Department has been offering a 3D animation course for many years (called Computer Animation 1). With recent change in faculty in the animation area, the Studio Arts Department is regrouping and would like to continue offering a 3D animation course with a different focus. Since the animation industry has evolved rapidly in recent years, and 3D animation has become increasingly popular, it is important that UMASS will continue to offer a course in the 3D animation techniques to students.

Course Description: This course is designed to provide students with a solid foundation in industry-standard 3D animation production processes, while also exploring conceptual, innovative and critical approaches to 3D animation. Classes will consist of discussions, lectures, presentations, technical tutorials, assignments and critiques. Participants will learn keyframe animation, physics simulation, virtual cinematography and virtual lighting, texturing and rendering optimization. Students will also learn about sound production, post-production compositing, editing and output for installation. Through rigorous formal experimentation students will create imaginative work and make visual connections to the world at large.

Workshop time will be used for practice, production, group discussion, mini-lessons screenings, research, experimentation and critique. Time outside of class: You will need 6 additional hours outside of class per week to revise, edit and render projects.

Pre-reqs: 290 Introduction to Animation (forthcoming permanent course).

Pre-req for: Yes, 490 Advanced Animation (forthcoming permanent course).

Degree Requirements changed: The new BFA Animation curriculum will be revised as part of the pending Art BFA program revisions.

UNIVERSITY of MASSACHUSETTS
ACADEMIC MATTERS COUNCIL

ART 476 Advanced Animation Seminar (11150) 3 cr. (Kate: lead reviewer)

Experimental to permanent course. Proposed and to be taught by Hallie Bahn.

Target Audience: Majors, Related Majors

Justification: As the only 400-level animation course, Advanced Animation Seminar fulfills a critical need within the animation major. The course will be the only class that is dedicated to the production of longer individual and/or collaborative animation projects, which will be submitted to festivals as part of the course. This will enable students to build a robust portfolio of work and prepare them to enter the industry. They will also gain valuable experience with pitching ideas, and public speaking, and will be exposed to advanced animation theory.

Course Description: In this advanced seminar, students develop a semester-long individual or group project in close conjunction with faculty guidance. Students may work in any animated medium. Individual projects evolve through a detailed and continuous process of research, reading, presentation, and peer critique. Emphasis is placed on narrative, personal voice, and producing festival-ready films.

This course is typically taken in senior year and is only open to students who have completed introductory and intermediate courses in animation. BFA students who are pursuing a BFA thesis project in animation are encouraged to take this course in preparation for pursuing their capstone project.

Pre-reqs: ART290- Introduction to Animation (forthcoming permanent course) AND either ART 390STB Stop Motion Animation (forthcoming permanent course), ART 390STA Experimental 3D Animation (forthcoming permanent course), or ART 385 Media & Motion Graphics.

Pre-req for: none

Degree Requirements changed: The new BFA Animation curriculum will be revised as part of the pending Art BFA program revisions.

HISTORY 245 Chinese Diasporic Communities in the US and the World: Race, Empire and Transnationalism (10961) 4 cr. (Laura: lead reviewer)

UNIVERSITY of MASSACHUSETTS
ACADEMIC MATTERS COUNCIL

New course. Proposed and taught by Richard Chu - Professor

Applying for HS/DG Gen Ed Designation

Target Audience: Majors, Non-Majors, Related Majors, Upper-Division Students, Lower-Division Students

Justification: There is a need to teach more non-Western histories in the course, and topics that involve racism and xenophobia.

Course Description: This course deals with the Chinese living in various parts of the world, including the Caribbean, the United States, and Southeast Asia, and their experiences of as an ethnic minority.

Pre-reqs: None

Pre-req for: none

Degree Requirements changed: None

HISTORY 329 the King, and the Ayatollah: Formation of Modern Iran (10382) 4 cr. (Sharon: lead reviewer)
New course. Proposed and taught by Professor Hadi Jorati

Applying for HS/DG Gen Ed Designation

Target Audience: Majors, Non-Majors, Related Majors, Upper-Division Students, Lower-Division Students

Justification: There is a currently glaring lack of courses on Iranian History and Persian Culture, offered at University of Massachusetts Amherst. Such courses are necessary to build a well rounded offering of courses on Islam and the Middle East, and is potentially of interest to students from a variety of backgrounds and disciplines across the campus, in the humanities and social sciences, as well as of interest to students in other colleges.

Course Description: As a sworn enemy of the West, or an indispensable ally, a nexus of Shi'i Islam, or heir to old imperial traditions, Iran has been a key player in the Middle East for centuries. How did Modern Iran come to be and assume this unique configuration? We will undertake a rigorous historical study of this topic in proper historical context. The course is widely accessible and open to all levels.

Pre-reqs: None

UNIVERSITY of MASSACHUSETTS
ACADEMIC MATTERS COUNCIL

Pre-req for: none

Degree Requirements changed: None

HONORS 324H Self, Story, and Society (11355) 4 cr. (Laura: lead reviewer)
New course. Proposed and taught by Connie D. Griffin, PhD

Applying for Honors Designation

Target Audience: Upper-Division Students

Justification: Proposed seminar meets a request by the CHC dean, Professor Mari Castaneda, and the stated needs of Commonwealth Honors College for a 300-level honors seminar that is multidisciplinary, includes readings across disciplines of breadth and depth, oral presentations, small and large group engagement, and the integration of research and other modes of learning within a seminar structure. Significant writing with a focus on the writing process will include drafting, peer workshops, professor's feedback, and revision.

Course Description: Approaching cultural and literary studies through a range of media and experiential reflection, this interdisciplinary honors seminar explores the role of storytelling as personal, historical, and cultural phenomena. Self, Story, and Society promotes an understanding of the intersections between self-expression and self-determination, between empathic listening and learning, and between cultural centering and marginalization. Drawing on a plethora of written, auditory, and visual stories, modalities for learning include a range of texts, including written narratives, podcasts, videos, films, and visual arts. Students will engage in large and small group class discussions, student projects and presentations, critical and creative writing, and active peer engagement with one another's narratives which may include a range of artifacts: written text, audible podcast, video production, visual art. Seminar material moves among literary genres, comparative literature, historical documents, documentaries, journalism, and academic articles to explore the power of story and its role in the complex, constantly changing nature of culture, community, and individual identity. Cultural humility will be practiced in the seminar as we learn within a diverse community of individuals.

Pre-reqs: None

UNIVERSITY of MASSACHUSETTS
ACADEMIC MATTERS COUNCIL

Pre-req for: none

Degree Requirements changed: None

MANAGMNT 334 - Strategic Compensation (11075) 3 cr (Kate: lead reviewer)
Major Course Revision; Proposed by Jennifer Merton and Taught by Errol Alexander or other OB/HR Management Faculty

The proposer would like to change the course number from 334 to 534.

Target Audience: Majors, Related Majors, Upper-Division Students

Justification: We want to allow this course, offered in-person and online, to be part of our standard, upper-level undergraduate curriculum for our Human Resources concentration. We also want to make this course available to our MBA and masters' level students who are interested in Human Resources. The course number change will emphasize the upper-level nature of this class, while also allowing graduate students to take the class.

Course Description: This course explores the objectives, procedures, and problems involved in the establishment and administration of employee and executive compensation plans. The focus is on how managers can use compensation strategy to attract, retain, and motivate valued employees, while controlling labor costs.

Pre-reqs: MGMT 314 or equivalent course content.

Pre-req for: nothing

Degree Requirements changed: none

MANAGMNT 335 - Workforce Planning, Recruiting and Selection (11076) 3 cr (Kate: lead reviewer)
Major Course Revision; Proposed by Jennifer Merton and Taught by Errol Alexander or other OB/HR Management Faculty

The proposer would like to change the course number from 335 to 535.

UNIVERSITY of MASSACHUSETTS
ACADEMIC MATTERS COUNCIL

Target Audience: Majors, Related Majors, Upper-Division Students

Justification: We want to allow this course, offered in-person and online, to be part of our standard, upper-level undergraduate curriculum for our Human Resources concentration. We also want to make this course available to our MBA and masters' level students who are interested in Human Resources. The course number change will emphasize the upper-level nature of this class, while also allowing graduate students to take the class.

Course Description: Workforce planning includes strategic assessment of internal and external labor markets, the legal context, and the future labor needs of the organization. Effective recruiting requires identification of labor sources, targeting talent, and training recruiters. Employee selection topics include measurement, assessment, and hiring of candidates. Post-hire issues including socialization, retention, and separation are also covered.

Pre-reqs: MGMT 314 or equivalent course content.

Pre-req for: nothing

Degree Requirements changed: none

POLISCI 276 STEM and Political Theory (11173) 4 cr. (Laura: lead reviewer)
New Course; Proposed and Taught by Andrew F. March (Professor)

Applying for SB Gen Ed Designation

Target Audience: Majors, Non-Majors, Related Majors, Upper-Division Students, Lower-Division Students

Justification: No such course presently exists with the following Course Description: This 4-credit lecture course aims to introduce student to normative, ethical, and philosophical debates around the place of science and technology in human societies. Political theory brings a specific set of questions, problems, approaches, and conceptual tools for thinking about power, authority, human nature, the human good, and justice, all of which bear on the centrality of science and technology in social life. Political theory also approaches these questions through a wide variety of forms and genres of thought: historical analysis, normative philosophy, critical approaches to power, and even literature. The range of topics that could be explored in a

class about the political theory of science and technology are vast and more than could be covered in any one semester. But course topics will include the following: the history of anxiety around the place of technology in human life; technological determinist theories of history such as Marxism; techno-utopian and techno-dystopian ideologies; theories of the proper political and legislative authority of scientists and other experts; visions of freedom from labor and drudgery through technology; science as the supreme authority in modern secularism; philosophical discussions of the boundary between human nature and technology; considerations of the ethical limits of technological process (weapons, AI, environmental harm); techno-authoritarian political ideologies; surveillance and politics; the place of big data in governing populations; the ethics of modifying human nature and transhumanist visions; the effect of digital technologies on democracy and the public sphere; and Artificial Intelligence and its discontents.

Course Description: Course Description: This 4-credit lecture course aims to introduce student to normative, ethical, and philosophical debates around the place of science and technology in human societies. Political theory brings a specific set of questions, problems, approaches, and conceptual tools for thinking about power, authority, human nature, the human good, and justice, all of which bear on the centrality of science and technology in social life. Political theory also approaches these questions through a wide variety of forms and genres of thought: historical analysis, normative philosophy, critical approaches to power, and even literature. The range of topics that could be explored in a class about the political theory of science and technology are vast and more than could be covered in any one semester. But course topics will include the following: the history of anxiety around the place of technology in human life; technological determinist theories of history such as Marxism; techno-utopian and techno-dystopian ideologies; theories of the proper political and legislative authority of scientists and other experts; visions of freedom from labor and drudgery through technology; science as the supreme authority in modern secularism; philosophical discussions of the boundary between human nature and technology; considerations of the ethical limits of technological process (weapons, AI, environmental harm); techno-authoritarian political ideologies; surveillance and politics; the place of big data in governing populations; the ethics of modifying human nature and transhumanist visions; the effect of digital technologies on democracy and the public sphere; and Artificial Intelligence and its discontents.

Pre-reqs: None

UNIVERSITY of MASSACHUSETTS
ACADEMIC MATTERS COUNCIL

Pre-req for: None

Degree Requirements changed: None

PORTUG 394N Integrative Experience for Portuguese Majors (11168) 3 cr (Barry: Lead Reviewer)
New Course; Proposed by Patricia Gubitosi, Assistant Dean of Advising Undergraduate Program Director, Spanish and Portuguese Studies Professor. To be taught by Professor Jorge Gimeno Robles, full-time Lecturer in Spanish and Portuguese Studies.

IE Specific Option Proposal;

Target Audience: Majors

Justification: Portuguese does not have any IE. Primary majors need to take the Spanish Integrative Experience. This course will give coherence to Portuguese curriculum.

Course Description: PORT 394N is an upper-division Integrative Experience course that should help students re?ect upon the way in which their education as Portuguese majors relates to their life experiences and aspirations. It will also give them an opportunity to re?ect upon the way in which their overall education prepares them to life and career after the university. Throughout the semester we will explore their person al and education experiences and examine opportunities in study abroad, service learning and intern ships, considering how these programs ?t in with their other studies, and the way these prepare them to move on into the professional world. Students are expected to approach the readings and class discussions from a critical, yet self-re?exive perspective. By the time they ?nish this course, they should be able to think critically about their education, choices during it, and plans after graduation. Students will write two blog posts re?ecting upon their major, their general education, their service, and/or study abroad, and the way this has prepared them to move on into the professional world. Students will also make a public presentation re?ecting upon their experiences as Portuguese majors, and write, as a group, a document recommending classes and other activities to future cohorts of Portuguese majors.

Pre-reqs: Yes. Students must have satisfied the Advanced Language Preparation part of the major

Pre-req for: None

Degree Requirements changed: This course will satisfy the IE requisite for Portuguese majors. They don't have a course specifically designed for them. This will remedy this situation.

Portug 394N and Spanish 394N will be cross listed as needed. In response to questions from the about whether this course is taught in the language in the major and whether the content is similar: "The class will be taught **in English as we have been doing with the IE sequence of SPAN 394IP and 494RI. Regarding the contents, each group of students share some readings and have some particular lectures in their language that they will discuss **in English**."

SPANISH 394N Integrative Experience for Spanish Majors (11099) 3 cr (Dominick: Lead Reviewer)

IE Specific Option Proposal; Proposed by Patricia Gubitosi, Assistant Dean of Advising
Undergraduate Program Director, Spanish and Portuguese Studies Professor. To be taught by Professor Jorge Gimeno Robles, full-time Lecturer in Spanish and Portuguese Studies.

Target Audience: Majors & Upper-Division Students

Justification: We propose to revisit/restructure our IE in light of IE values/principles, curriculum effectiveness, and student expectations. We need a new IE that allows students to reflect on the three criteria of the IE in only one course.

Course Description: SPANISH 394N is an upper-division Integrative Experience course that should help students reflect upon the way in which their education as Spanish majors relates to their life experiences and aspirations. It will also give them an opportunity to reflect upon the way in which their overall education prepares them for life and career after the

university. Throughout the semester we will explore their person al and education experiences and examine opportunities in study abroad, service learning and intern ships, considering how these programs in with their other studies, and the way these prepare them to move on into the professional world. Students are expected to approach the readings and class discussions from a critical, yet self-reflexive perspective. By the time they finish this course, they should be able to think critically about their education, choices during it, and plans after graduation. Students will write two blog posts reflecting upon their major, their general education, their service, and/or study abroad, and the way this has prepared them to move on into the professional world. Students will also make a public presentation reflecting upon their experiences as Spanish majors, and write, as a group, a document recommending classes and other activities to future cohort of Spanish majors.

Pre-reqs: Students must have satisfied the Advanced Language Preparation part of the major.

Pre-req for: None

Degree Requirements changed: This course will be an additional course that will satisfy the IE requisite.

Portug 394N and Spanish 394N will be cross listed as needed. In response to questions from the about whether this course is taught in the language in the major and whether the content is similar: “The class will be taught **in English as we have been doing with the IE sequence of SPAN 394IP and 494RI. Regarding the contents, each group of students share some readings and have some particular lectures in their language that they will discuss **in English**.”

UNIVERSITY of MASSACHUSETTS
ACADEMIC MATTERS COUNCIL

Required Syllabus Components
Developed by the Grad Council and AMC

Rationale:
This proposal is a collaborative effort by the Academic Matters Council and the Graduate Council. A robust syllabus with clear guidelines is an equity issue; clear direction is beneficial for students familiar with the college process as well as those new to the experience. The course syllabus provides potential and enrolled students a clear picture of the course aims, expectations, and guidelines. In addition, a well-formulated syllabus supports the process of learning to teach for graduate instructors, new faculty, and faculty new to UMass Amherst.

Syllabus Requirements

1. Course number and title

2. Number of credits and number of instructional contact hours per week for in-person and live online classes (e.g., Tuesdays/Thursdays 8:30-9:45)
    - The number of instructional contact hours per week is a requirement for determining credits based on Carnegie units.
    - Carnegie unit: 1 credit = approx. 3 hours per week.
        - Example: A 3 credit course will take up approximately 9 hours per week and include 150 minutes spent in class.
    - The number of credits on all syllabi helps students organize their semester and degree progression.

3. Instructor's and Teaching Assistants' (if any) Name and Contact Information (e.g., office location, email address or instruction to use LMS for written communication, and phone number)

4. Office Hours (e.g., does the instructor have set times for office hours or office hours by appointment via personal request/appointment booking software and are meetings in-person and/or on Zoom?)
    - Note: It is understood that complete information about TAs and their availability may not be available prior to the first day of class as their own schedules may still be undergoing changes.
    - UMass grad TAs are encouraged to hold office hours as agreed upon with their course instructor and these hours should fit within the GEO contracted hours; these modalities and times should be made clear on the syllabus.

5. Course Description

- This course description should match the course description in Spire.
- A clear course description gives students the opportunity to have a qualitative understanding of the course.

6. Learning Objectives
   - A list of the purpose and goals of the course, including what students can expect to achieve by the end of the semester.

7. Delivery Mode (in-person, online, flex, etc.)
   - Details on any Learning Management System (LMS) used in class.
   - If the course is online, explanation of any a/synchronous expectations and/or needed links to participate.

8. Course materials
   a. Course materials required for purchase (detailed information regarding all course materials required for purchase, such as books, clickers, software).
      - This will help students determine total course costs as well as assess whether they have the technology required to run specific software programs that may be required.
      - Any additional materials needed (e.g., iClickers, lab requirements, production equipment).
      - If course materials will come at cost, detailing the prices and if there is potential for a less expensive option will be helpful.
      - If there is a way for students to access materials at no cost, this should be detailed.

   b. Bibliographic references
      - Provide students with a description of all course materials (e.g., books, journal articles, videos, blogs, podcasts) with complete bibliographic information. This information may be provided on the syllabus or on the course's learning management system or website). It would also be helpful for students to know expectations for how much reading is expected each week.
      - Reasoning: Having this information in advance may assist students in knowing the specific accommodation(s) they may need to request in each class (e.g., captioned videos). Knowing where class reading sources come from helps students to develop literacy skills. Knowing the course workload is expected per week may help students choose courses that help them balance their workloads across semesters.

9. Individual course requirements and grade weights (e.g., participation, homework, projects, assessments, assignment)

- The syllabus should contain short descriptions of assignments and criteria for grading along with a statement about how detailed assignment information will be shared (e.g., through the course's LMS or website, via handouts if an LMS is not used).
- An explanation of how much each assignment will be worth towards the final grade, what students will be required to do in class, and when they will be due.
- For complex assignments (that is, beyond 'quiz,' 'test,' or 'midterm,' for example), a brief description of the work *or* a link to where the work is described may be helpful.
- Outside class participation expectations (e.g., number of hours per week of required teamwork outside of class meetings), if any. Knowing the expectation for time required for teamwork outside of class meetings is important for students who have significant work and/or caregiving responsibilities.

10. Grading scale

Undergraduate (100-400 level courses):

At least 93 → A At least 90 but less than 93 → A-
At least 87 but less than 90 → B+ At least 83 but less than 87 → B
At least 80 but less than 83 → B- At least 77 but less than 80 → C+
At least 73 but less than 77 → C At least 70 but less than 73 →C-
At least 67 but less than 70→ D+ At least 60 but less than 67 → D
Less than 60→ F

Note: Graduate students enrolled in 1-400 level courses *can* receive a grade of C-, D+, D

Mixed undergrad/graduate (500 level courses):

At least 93 → A At least 90 but less than 93 → A-
At least 87 but less than 90 → B+ At least 83 but less than 87 → B
At least 80 but less than 83 → B- At least 77 but less than 80 → C+
At least 73 but less than 77 → C At least 70 but less than 73 →C-
At least 67 but less than 70→ D+ At least 60 but less than 67 → D
Less than 60→ F

Note: Graduate students enrolled in 500-level courses *cannot* receive C-, D+, D; the lowest passing grade for a graduate student enrolled in a 500-level course is C

Graduate (600-800 level courses):

At least 93 → A At least 90 but less than 93 → A-
At least 87 but less than 90 → B+ At least 83 but less than 87 → B
At least 80 but less than 83 → B- At least 77 but less than 80 → C+
At least 73 but less than 77 → C
Less than 73→ F

- This point breakdown of the above scales are suggestions; instructors may shift the percentages, including curving or scaling, to what works best for their course content.
- Please note: UMass does not have the option for a final grade of D-.
- The lowest passing grade an undergraduate student can receive is a D.
- The lowest passing grade a graduate student can receive is a C (in 500-800 level courses) or D (in 100-400 level courses).

11. Course Schedule
    - A schedule of class topics and/or outline of class content can help students with planning
        - A weekly breakdown of topics can help students with planning and seeing how the course content progresses
        - This information supports students in planning their workload and organizing their schedules for the semester. It is also important for them to have an idea of how they are performing in a class prior to the withdrawal deadline.

12. Attendance policy (note: course instructor policies should not be more stringent than campus policies).
    - A clear attendance policy explains what is expected of students in terms of attendance, excused absences, and how missed work will be handled
    - For more information on UMass attendance policy, provide link to the Academic Regulations:
        - https://www.umass.edu/registrar/sites/default/files/academicregs.pdf
    - This provides students clarity on what is expected of them and supports their communication with their instructors when emergencies arise
    - Any attendance policy should be no more stringent than current university policy
    - May be helpful to provide information on the value and importance of attendance for student success

13. Late or make-up work policies
    - If/when students need to miss class and/or miss course work, a clear make-up policy helps students organize their time as well provides clear boundaries
    - As per the undergraduate academic regulations, "Instructors must offer reasonable assistance in making up missed work (e.g., making arrangements for attendance at labs or discussion sessions which meet at other times; providing makeup exams or labs where feasible)."

- Any make-up policy should be no more stringent than current university policy and needs to follow it
    - For example: If a student misses a quiz, instructors cannot 'drop' the grade for that assignment; a make-up must be offered

14. Required Policy Statements (Accommodations, Academic Honesty, and Title IX)
    - The following statements are required and can be found at the Faculty Senate Syllabus website. They are to be copied exactly OR links provided:
        - Accommodations
        - Academic Honesty
        - Title IX

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Syllabus guidelines

The following are offered for you to consider when developing your syllabus.

Use of inclusive syllabus language

Pronoun statement

- A pronoun policy on a syllabus indicates support for students and acknowledges that gender is not solely based on appearance.
- Students are able to choose their pronouns on Spire, which will show up on class rosters

Land acknowledgment

- To honor that UMass is on unceded lands, the land acknowledgment is valuable for students. It also serves as a way to educate our students about the background of the university as well as ways to review and learn from history.
- These statements may also support an inclusive classroom: Indigenous Ways of Knowing and/or First Peoples Principles of Learning

Classroom civility & respect

- The Dean of Students Office has information on expected classroom behavior: https://www.umass.edu/dean_students/campus-policies/classroom

Student success resources

- The Office of Student success has links to many resources that may be valuable for students to have available in a syllabus.
- This includes links to the library, Learning Resource Center, Writing Center

Generative AI policy

- In the time of developing generative AI, including but by no means limited to ChatGPT, a clear policy on its use will support academic integrity.
- Examples of generative AI policies for individual classes respect that the tools may be valuable, or verboten, in specific types of classes

Communication outside of class

- Letting students know instructor communication preferences (ex: Email, and when to expect a response) will support students navigate effective outreach when they have questions or emergencies

A statement acknowledging some students will have family responsibilities

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